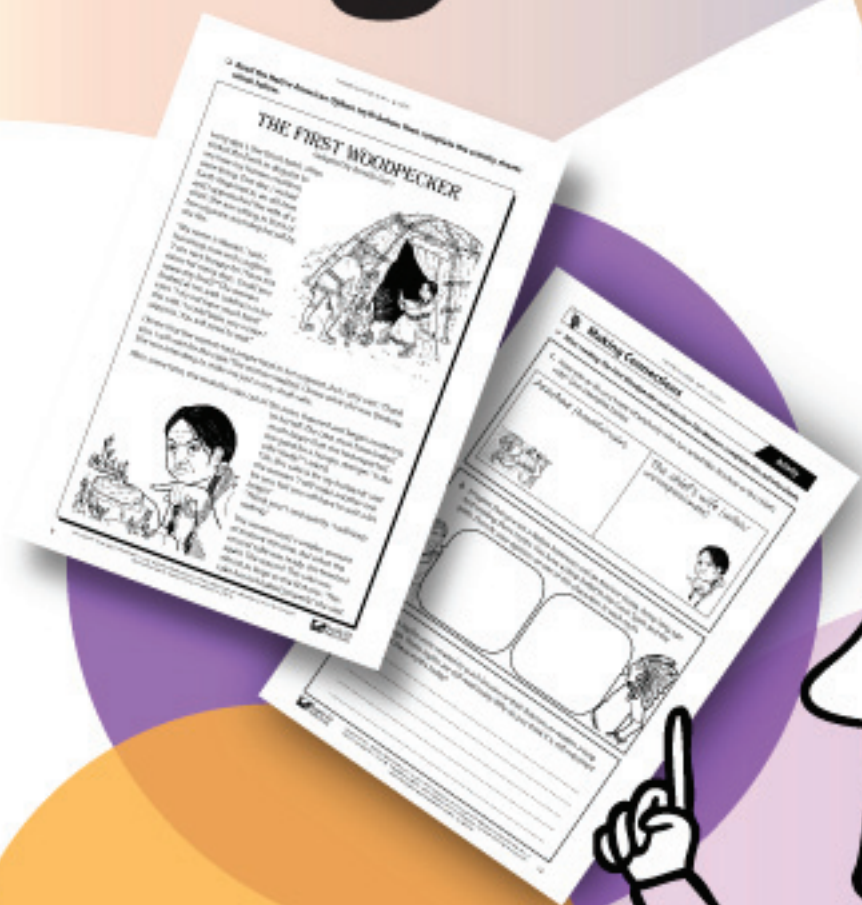


## The English Series

# Year

# English:

# 6



By Brenda Gurr



# Teachers' Notes

This book is part of *The English Series* which consists of seven books altogether. The activities assess a range of skills, asking students to think carefully about the structure, language features and content of each provided text. Individual, partner and group activities are included and cater for different learning abilities and styles. Many activities are open-ended helping students to develop thinking skills that will be required for English studies in secondary school. Answers are also provided at the back of the book.

This book is divided into five sections, which are detailed below.

## Section One: Myths

The activities in this section relate to two myths, one from Ancient Greece and the other of Native American origin. Students will consider morals and messages contained in the texts, thinking about how these relate to their own modern lives. They will investigate characterisation, different narration styles and use of language. They will also plan and write their own creative pieces.

## Section Two: Playscripts And A Theatre Review

In this section, students will study two playscripts about inspiring historical figures. They will consider text structure, compare characters and text features and provide opinions on the issues within the playscripts. An accompanying theatre review is also provided, which allows the students to focus on evaluative language and performance.

## Section Three: Poetry

Two poems are provided in this section, each with links to yesteryear. The students will complete activities concerning action verbs, imagery and creative writing.

## Section Four: Persuasive Writing

In this section, students will explore a persuasive speech, considering elements of its structure and language features. They will also be guided to plan and write their own persuasive speech.

## Section Five: Recounts

This section contains a newspaper article and eyewitness account on the same topic. Activities include investigation of style, form, objective and subjective language and grammatical features and creating a group oral presentation.

again. The reason? This cake was almost as large as the first one. "The cake has not baked properly," she said. "I will try again."

I nodded, but when the woman turned her back to start work, my eyes narrowed.

Before long, the third cake was ready. But although it was smaller than the first two, the woman still did not want to give it to me. I could see that she was becoming tired of making cakes.

"This is a waste of my time," she spat, stamping her foot. "I don't have enough food for you. You will have to find some for yourself."

"But where will I find it?" I asked, clutching at my chest.

"How should I know?" said the woman. "Go into the forest and look in the bark of the trees."

My anger rose and I straightened up to reveal my real identity - the Great Spirit. The woman froze on the spot as I transformed from old man Manito into my true and imposing form.



The woman gasped and cowered beneath my giant shadow. "Please, Great Spirit, I did not know that it was you."

"Silence!" I thundered. "You are a cruel and selfish person with a small spirit. I will make your body small to match. You will now live in the forest and search for your food in the way that you expected the old man to."

With that, my powers struck and the old woman began to shrink. I was pleased to see her clothes become feathers and wings sprout from her body. She fluttered up into the air, and with a shrill cry, flew into the damp, dark forest.

From this day on, woodpeckers eternally live in the forest, searching for food in the bark of trees.

I, the Great Spirit, have spoken.



## Making Connections

## Activity

- After reading *The First Woodpecker* and *Arachne The Weaver*, complete this activity sheet.

1. Have you, or do you know of anybody, who has acted like Arachne or the chief's wife? Give examples below.

Arachne (boastful/vain)



The chief's wife (selfish/uncompassionate)



2. Imagine that you are a Native American and an Ancient Greek, living long ago and reading these myths. You have a deep belief in the Great Spirit and the gods. Provide your opinion on one of the characters in each myth.



Sample



3. These myths were created to teach lessons to their listeners or readers a long time ago. These myths are still read today. Why do you think it is still important to read these myths today?

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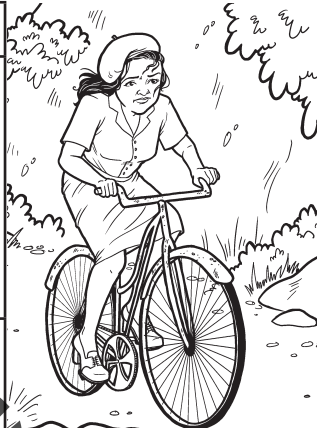
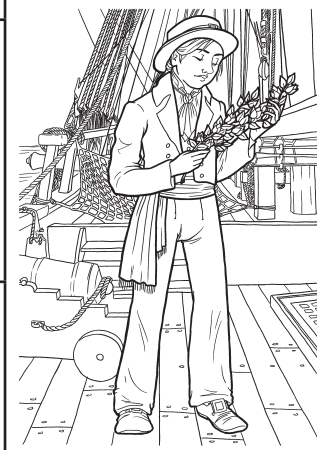


## Exploring Text Features 2

### Activity

- Read the two playscripts *The Story Of Jeanne Baret* and *White Mouse*, then complete this activity sheet.

1. Both playscripts are written by the same author. Can you describe any similarities in terms of:

	Similarities	
subject matter...		 <p>WHITE MOUSE</p>
theme...		
characterisation...		 <p>THE STORY OF JEANNE BARET</p>
narrative point of view...		

2. One main difference between the two plays is that *White Mouse* has a chorus. Do you think the chorus is an effective feature of *White Mouse*? Could adding a chorus work in the other play? Give reasons for your answer.

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### Imagine!

Imagine that a writer decides to adapt your favourite of the two playscripts into a short story. What would need to be changed about the way the text is written? Write your answer on the back of this sheet.





## Presenting A Play

### Activity

Prepare a performance of *White Mouse* in a small group, aimed at another class in your school. You can change the character of Nancy to a male character if you need to. There should be at least three people in the chorus - so at least four people altogether in each group.

- Read a copy of the play with your group and decide who will play each part. Write the names below.



CHARACTER	NAMES
Nancy	
Chorus members	

**STEP 1:** Highlight your lines on the script.

**STEP 2:** Discuss with your group how you could vary your voice to make your lines interesting for an audience. Write your ideas below.

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**STEP 3:** Sit around a table and read the play aloud first.

**STEP 4:** Write notes about your plans for movement and gesture in your role. Discuss this with your group first.

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- After your performance, review it on a separate sheet of paper. Use evaluative language to show your opinions and feelings.



## Creating A Monologue

### Activity

- A monologue is a speech delivered by one speaker. Monologues are often found in plays, although they can be adapted from other texts. Use aspects of the poem *The Cookernup Monster* to create a monologue by following the steps below.

1. Choose the character who will deliver the monologue. For example, Big Mick, Harry, one of the running girls, a logger. It might even be a person who experienced the events of the poem, but wasn't described by the poet. Write down the name of your chosen character and a description.

Name: \_\_\_\_\_

Description: \_\_\_\_\_



2. Explain what you think this character would like the audience to feel as they listen to the monologue.

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3. **Plan** a beginning, middle and end for your monologue in the space below. Use precise describing words that clearly express what your character experienced.

**Beginning** (Where was the person before the "Monster" went out of control? What was he/she doing and how did he/she feel about it?)

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**Middle** (What did the person experience when the "Monster" went out of control?)

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**End** (How did your character feel when it was all over? How did it affect him/her?)

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4. Write your monologue on a separate sheet of paper, choosing one of the starting lines below - or create your own!

• It was never supposed to happen... • I remember it so well....

5. Practise your monologue, then perform it for your class and a younger class in the school. Remember to talk to the audience directly and use your voice to emphasise the most important words to help them understand the meaning.



# Understanding Conjunctions

## Activity

- Read the speech *Why We Need Zoos*, then complete this activity sheet.

Conjunctions are words used to join ideas. Subordinating conjunctions are used in complex sentences to extend, enhance and explain ideas. They link independent clauses to dependent clauses. For example, "He decided to eat lunch before he went out." A subordinating conjunction can also appear at the beginning of a sentence.



Some common subordinating conjunctions include the following words: after, before, because, until, where, although, when, while, if, once, then, therefore, unless.

1. Find an example of three of the conjunctions listed above in the speech *Why We Need Zoos*. Write the sentences that they appear in.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Complete the sentences using conjunctions. The first two conjunctions have been added for you.

- a. The writer likes modern zoos **because** \_\_\_\_\_
- b. Some zoos encourage visitors to donate money **while** \_\_\_\_\_
- c. \_\_\_\_\_ people liked visiting zoos in the past, they were like animal prisons.
- d. \_\_\_\_\_ we make up our mind about zoos, we should consider what the positives and negatives are.
- e. We should support zoos \_\_\_\_\_
- f. Zoos can be good places \_\_\_\_\_

3. Write three of your own sentences about zoos using a subordinating conjunction in each.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_